La enseñanza del inglés de especialidad en el siglo XXI

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e-learning education

Children living in the outback of Australia

Nowadays

Distance learning is via a computer connected to the internet

Radio ECA UNED

Children living in the outback of Australia
e-learning ≠ face-to-face learning

- Mistake to assume that:
  - teaching online = teaching in the classroom
  - A good classroom teacher does not guarantee a good online teacher (and vice versa)
- E-learning teachers should be more concerned about motivating students

To compensate lack of non-verbal communication

e-learning teachers should develop new techniques
e-learning education

- **Up to now**: material posted to a static website with no interaction

- **Nowadays**: courseware applications enable
  - Asynchronous activities: tasks, resources and glossaries
  - Synchronous activities: chats, discussions and virtual classrooms

 Teachers’ role change
e-learning students

- Working people who are trying to better their opportunities
- Be able to commit from 8 to 15 hours a week per course
- Guide their own learning
- Responsibility: ought to be self-disciplined
e-learning advantages
(for students)

- Access
  - Students with physical disabilities
  - Free access time (asynchronous activities)
  - Cost factors (not pay for transport)
  - Diverse (different geographical locations: different ideas and background)

- Inhibitions are released: no visual barriers

- Time to reflect
e-learning advantages  
(for teachers)

- Work part-time (flexible nature of the classroom)
- Electronic content updated more efficiently than printed material
- Changes or updates are instantly accessible to everyone (good for students too)
- Have time to respond to students (construct the best possible answer)
e-learning disadvantages (for students)

- Not accessible to all
- Communication tools must be operable by everyone
- Students must have adequate typing skills (chats)
- Isolation
e-learning disadvantages (for teachers)

- Difficult task to develop asynchronous and synchronous contents:
  - interesting, relevant and important to students
  - suit a wider and more diverse class
High drop-out rate

- Learners can feel isolated
- Difficult navigation within the site
- Confusing instructions for tasks
- Irrelevant material for learners’ needs
- Technical breakdowns
Teacher → Instructor 1

- Play a coaching role
- Assist students’ learning
- Have a central role
  - Deliver presentations
  - Moderate discussions
  - Pose questions and seek for answers
  - Provide continuous encouragement
Teacher → Instructor 2

Avoid playing the expert role
(Collision et al, 2000)

Inhibit discussion among the less vocal participants
Instructor’s competency (Broadbent 2002)

- Appreciation of benefits of e-learning
- Openness to new e-learning approaches
- Creativity to design content’s for various purposes, groups and topics
- Ability to:
  - monitor personal progress
  - provide support and counselling through clear emails
  - anticipate learner reaction to situations
- Empathy and flexibility
How to keep learners motivated 1

Teachers (instructors) provide continuous encouragement in order to cope with isolation

- Post welcome letter at the beginning
- Encourage learners to write each other
- Stimulate competition among learners
- Check regularly and praise frequently
- Provide constant feedback
- Email non-participants to find out the reasons
How to keep learners motivated 2

- Tasks explained in the simplest terms
  - Give models and examples
  - Tell the learners:
    - what they have done
    - what they are doing and
    - what they will do next
- Students should know objectives of each exercise
- Give deadlines for submission of tasks
How to keep learners motivated 3

- It is important that:
  - Learners take turns in being responsible for leading a discussion or task
  - Learners are given plenty of practice to use new skills

- Technical breakdowns
  - Email or phone students
e-learning is a fact

- It is here and will stay here
- Continually developing
- Institutes, schools, universities and governments are becoming more aware of this development
E-THALENT: GIO (UPM)

Unit 10. Insurance

OBJECTIVES

- Be acquainted with commercial transactions and correspondence carried out in the field of insurance.
- Understand insurance procedures in the export of goods and the basic cover of fire and accident (property) insurance policies.
- Write a letter to request that a claim is made.
- Complete an insurance certificate for an export consignment.
- Know the language used in insurance policies.
- Know and handle some relevant terminology related to the field of insurance.

Trinidad Fernández
PROFESORA RESPONSABLE

Doctora en Filología Inglesa y profesora Titular de Escuela Universitaria en el Departamento de Lingüística Aplicada a la Glosología y a la Tecnología de la Universidad Politécnica de Madrid. Ha impartido y dirigido cursos de inglés específico de la arquitectura y de la construcción, inglés de la ciencia y la tecnología, inglés para turismo, inglés para formación de profesorado de EGB, etc. Ha publicado varios artículos sobre lexicografía bilingüe y terminología.
“If you hold a cat by the tail you learn things you cannot learn any other way”

(Mark Twain 1835-1910)